DOCUMENT RESUME

ED 054 223 TM 000 805

AUTHOR	Aleamoni, Lawrence M.; Matsunaga, Allen
TITLE	A Study of Foreign Language at the University of Illinois Using the CEEB Foreign Language Placement Tests and End-of-Course Grades.
INSTITUTION	Illinois Univ., Urbana. Office of Instructional Resources.
REPORT NO	RR-317
PUB DATE	Dec 70
NOTE	44p.
EDRS PRICE	EDRS Price MF-$0.65 HC-$3.29
DESCRIPTORS	*Academic Performance, *College Freshmen, *College Language Programs, *Comparative Analysis, Equivalency Tests, French, German, Grades (Scholastic), Languages, Listening Tests, Norms, Placement, Reading Tests, Russian, Scores, *Second Language Learning, Spanish
IDENTIFIERS	CEEB Foreign Language Placement Tests, *College Entrance Examination Board

ABSTRACT

The College Entrance Examination Board Foreign Language Placement Tests were normed on students enrolled in French, German, Russian, and Spanish courses during Fall semester, 1969. Differences between performance at the four levels of each course were also investigated and comparisons made among CEEB test scores, course grades, and CEEB standard score norms. Results indicated that students enrolled in the first four courses of a foreign language have learned significantly different amounts of the same material as measured by the Placement Tests. However, if results are inspected at the same course level by looking at the standard scores, it appears that the level of performance is about the same for each language. An accurate check on this was not possible as different tests were used for each language. In general, students enrolled in lower level courses fell below the national norm average while those in upper levels were above. Relationships between test scores and course grades indicated that test scores can be used to identify successful performance almost as well as grades. Therefore, cut-off scores were established using the average reading and listening test standard scores for placement into and proficiency in the various courses studied. (Author/AG)

ED054223

research report # 317

research report

A Study of Foreign Language at the University of Illinois Using the CEEB Foreign Language Placement Tests and End-of-Course Grades

by

Lawrence M. Aleamoni

Allen Matsunaga

Measurement and Research Division
Office of Instructional Resources
507 East Daniel Street, Champaign
University of Illinois

December, 1970

measurement and research division
office of instructional resources
university of illinois
urbana, illinois

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

Abstract

The purpose of the present study was to norm the College Entrance Examination Board (CEEB) Foreign Language Placement Tests on students enrolled in French, German, Russian, and Spanish courses during Fall semester, 1969. In addition, differences between student performance at the four levels of each course were investigated and comparisons were made between CEEB test scores, course grades, and CEEB standard score norms.

The results indicate that students who are enrolled in the first four courses of a foreign language have learned significantly different amounts of the same material as measured by the CEEB Foreign Language Placement Tests. However, if results for the four languages studied are inspected at the same course level by looking at the standard scores, it appears that the level of performance is about the same for each of the foreign languages. An accurate test of this latter comment was not possible as different tests were used for each of the foreign languages.

In general, the students enrolled in the lower level courses (101 and 102) fell below the national norm average on the CEEB tests while those in the upper levels (103 and 104) were above the norm average.

The relationships between the test scores and course grades indicated that the test scores can be used to identify successful student performance almost as well as the grades. As a result of this information, CEEB test cut-off scores were established using the average reading and listening test standard scores for placement into and proficiency of the various courses studied.

A Study of Foreign Language Learning at the University of Illinois Using the CEEB Foreign Language Placement Tests and End-of-Course Grades

INTRODUCTION

The effectiveness of a placement and proficiency system and its instrumentation is contingent upon the appropriateness and currency of its normative data. If the bases for making judgements about what courses students should be placed in and what courses they should be granted proficiency credit for have not been updated for changes in course structure, teaching staff, and student abilities, then these bases may be impeding the students' ability to learn and in turn create unwarranted expenses to the university.

The purpose of the present study was to norm the College Entrance Examination Board (CEEB) Foreign Language Placement Tests on students enrolled in French, German, Russian, and Spanish courses during Fall semester, 1969. The reasons for norming the CEEB tests on these courses were that the Modern Language Association (MLA) - Cooperative Foreign Language Tests (1) had last been normed for these courses in 1964-65 (Spencer, 1965) and (2) only consist of two forms which have not been revised since that time. The CEEB tests, on the other hand, provide new revised forms about every six months and, therefore, provide a more secure test.

In order to accurately place incoming freshmen into a four semester foreign language course, one must first obtain an adequate description of the achievement levels of the students enrolled. Then, using similar

descriptions on incoming freshmen, determine which semester course is the most appropriate. Also, these comparisons could be used to determine whether or not proficiency credit should be granted.

The achievement level description will consist of: (a) final grade in the course, (b) score on the CEEB reading test, and (c) score on the CEEB listening test.

The specific objectives of the study were, therefore, to:

1. Determine what differences exist between students enrolled in the 101, 102, 103, and 104 foreign language courses as measured by the CEEB Foreign Language Placement Tests.

2. Determine the degree of relationship between the CEEB test scores and grades received in the various courses.

3. Specify what the appropriate cut-off scores would be for differential placement and proficiency of incoming freshmen into the foreign language courses studied.

4. See how well the students enrolled in these courses compared to the national norms characterized by the CEEB standard score equivalent to the raw score.

POPULATION

The descriptive population for this study was comprised of students who were enrolled in the following courses during the Fall semester, 1969.

Course		N
French	101	355
	102	196
	103	279
	104	127
	Total	957
German	101	323
	102	117
	103	238
	104	54
	Total	732

Course			N
Russian	101		70
	102		19
	103		41
	104		10
		Total	140
Spanish	101		253
	102		133
	103		161
	104		64
		Total	611

METHOD

The CEEB Foreign Language Tests were administered to the groups listed above in January, 1970. For each of the languages, the testing program consisted of two parts: Reading and Listening. Within each language the identical test forms were used at all levels. The forms used are indicated below with number of items enclosed in parentheses:

Language	Reading	Test Time	Listening	Test Time
French	NPL2 (95)	60 minutes	NPL (47)	30 minutes
German	QPL1 (92)	60 minutes	PPL1 (54)	30 minutes
Russian	PPL1 (85)	60 minutes	PPL (54)	30 minutes
Spanish	PPL1 (92)	60 minutes	NPL (60)	30 minutes

In attempting to make interpretations of the results of this study, it is necessary to bear in mind that differences among languages, or among language levels, may be attributed to a multiplicity of factors. Such factors include the following:

1. Different individual placement procedures within each department beyond the MLA test scores.
2. Varying levels of high school language experience.
3. Different requirements for the various University curricula or colleges.

4. Different ability levels among students which may be nonrandomly associated with different languages.

5. Different language laboratory usage in terms of attendance, the nature of the language lab programs, and whether or not the language lab was required.

6. Different instructional programs, instructors, text books, hours of instruction time, etc.

Thus, one should be cognizant of these potential sources of difficulty when interpreting the results.

RESULTS OF FALL SEMESTER, 1969, TESTING

CEEB Norm Comparisons

One useful piece of information in a validation study is the comparison of local results with those of the norm populations on which the tests were standardized. For the present study, mean scores were compared with standardized scores on the CEEB score scales. The CEEB scales contain scores which range from 200 to 800 and were originally set so that a typical group of college applicants would average around 500, with approximately two-thirds scoring between 400 and 600 (that is, the standard deviation was 100).

Shown in Table 1 are the mean raw scores of the reading and listening tests for all languages and their equivalent CEEB standard scores. It can be seen that for each of the four languages the reading score means for levels 101 and 102 are below the CEEB mean while those for levels 103 and 104 are above the CEEB mean.

Similar observations are made for the listening score means for French, German and Spanish. However, for Russian the listening mean score for levels 101, 102 and 103 fall below the CEEB means.

Table 1. Standard Score Equivalents of U. of I. Mean Scores for Foreign Language Classes - January, 1970

	Reading		Listening	
	U. of I. Mean (Raw Score)	CEEB Standard Score	U. of I. Mean (Raw Score)	CEEB Standard Score
French 101	9.78	425	7.37	444
102	21.57	488	11.61	480
103	31.36	541	14.72	507
104	41.31	595	24.02	588
German 101	5.48	404	3.88	406
102	24.62	497	13.74	488
103	37.54	560	16.05	504
104	50.35	622	21.65	538
Russian 101	5.69	352	7.46	416
102	21.32	449	8.79	428
103	37.17	519	13.54	465
104	35.20	511	17.70	500
Spanish 101	6.19	440	8.05	423
102	11.41	471	14.92	471
103	23.60	546	19.83	507
104	28.72	576	24.36	538

As was observed in an earlier study (Spencer, 1965), the listening test results yielded lower norm comparisons than the reading, especially for the 103 and 104 courses. This seems to indicate that there still is more emphasis on reading comprehension in the second year of foreign language learning than in the first year.

Differences Among Courses of Each Language

In order to determine whether or not the four courses in each language differed significantly in their mean scores, an analysis of variance (ANOVA) was run using the two-digit CEEB standard scores. The standard score mean test results and course grades are shown in Table 2 and the F-ratios are reported in Table 3. The results of the Newman-Keuls test are presented in Table 4.

Table 4.

Summary of the Newman-Keuls test for each language is as follows:

French

Reading: All mean-pair differences are significant at $\alpha = .01$ level.

Listening: (same as above)

Average: (same as above)

German

Reading: All mean-pair differences are significant at $\alpha = .01$ level.

Listening: (same as above)

Average: (same as above)

Russian

Reading: Mean-pair difference between 103 and 104 is not significant at $\alpha = .05$. All other mean-pair differences are significant at $\alpha = .01$ level.

Table 2. Standard Score Mean Test Results and Course Grades

French

Course No.	N	Course Grade $\bar{X}$	SD	Reading $\bar{X}$	SD	Listening $\bar{X}$	SD	Average $\bar{X}$	SD
101	355	3.92	.93	42.50	4.75	44.41	4.98	43.72	4.27
102	196	3.44	.95	48.83	4.80	48.04	5.54	48.71	4.53
103	279	3.45	1.00	54.15	6.98	50.74	6.92	52.70	6.18
104	127	3.80	.97	59.53	6.90	58.83	7.55	59.43	6.44

German

Course No.	N	Course Grade $\bar{X}$	SD	Reading $\bar{X}$	SD	Listening $\bar{X}$	SD	Average $\bar{X}$	SD
101	323	4.22	.84	40.41	3.67	40.64	6.21	40.76	4.27
102	117	3.60	1.04	49.68	6.23	48.79	7.16	49.49	6.16
103	238	3.59	.99	56.01	7.69	50.44	7.93	53.44	7.20
104	54	3.94	1.07	62.19	8.39	53.81	8.04	58.20	7.76

Russian

Course No.	N	Course Grade $\bar{X}$	SD	Reading $\bar{X}$	SD	Listening $\bar{X}$	SD	Average $\bar{X}$	SD
101	70	4.01	1.10	35.20	5.36	41.57	4.98	38.63	4.48
102	19	4.05	.85	44.89	5.49	42.79	5.71	44.11	4.76
103	41	3.76	1.04	51.88	6.06	46.54	6.53	49.51	5.72
104	10	4.50	.71	51.10	8.21	50.00	7.59	50.80	7.25

Spanish

Course No.	N	Course Grade $\bar{X}$	SD	Reading $\bar{X}$	SD	Listening $\bar{X}$	SD	Average $\bar{X}$	SD
101	253	3.46	1.11	44.02	4.32	42.27	5.15	43.38	4.22
102	133	3.24	.97	47.12	6.41	47.09	6.83	47.37	6.00
103	161	3.47	1.04	54.58	7.43	50.65	8.06	52.86	7.06
104	64	4.23	.83	57.63	8.24	53.80	7.58	55.98	7.28

Table 3. ANOVA Source Tables on the Courses of Each Language Using Two-Digit CEEB Standard Scores

French

Reading

Source	df	SS	MS	F
Between	3	36254.02	12084.56	359.66*
Within	953	32020.67	33.60	
Total	956	68274.69		

Listening

Source	df	SS	MS	F
Between	3	20776.58	6925.53	187.20*
Within	953	35256.87	37.00	
Total	956	56033.45		

Average

Source	df	SS	MS	F
Between	3	27383.57	9127.86	330.52*
Within	953	26318.58	27.66	
Total	956	53702.15		

*Significant at .01 level.

Table 3. Continued

German

Reading

Source	df	SS	MS	F
Between	3	44834.30	14944.77	409.65*
Within	728	26559.00	36.48	
Total	731	71393.31		

Listening

Source	df	SS	MS	F
Between	3	18180.62	6060.21	120.16*
Within	728	36717.10	50.44	
Total	731	54897.72		

Average

Source	df	SS	MS	F
Between	3	29698.94	9899.65	279.96*
Within	728	25742.78	35.36	
Total	731	55441.72		

*Significant at .01 level.

Table 3. Continued

Russian

Reading

Source	df	SS	MS	F
Between	3	8184.54	2728.18	80.65*
Within	136	4600.28	33.83	
Total	139	12784.82		

Listening

Source	df	SS	MS	F
Between	3	1058.50	352.83	10.61*
Within	136	4522.50	33.25	
Total	139	5580.99		

Average

Source	df	SS	MS	F
Between	3	3682.31	1227.44	46.71*
Within	136	3573.98	26.28	
Total	139	7256.29		

*Significant at .01 level

Table 3. Continued

Spanish

Reading

Source	df	SS	MS	F
Between	3	16499.09	5499.70	143.69*
Within	607	23232.21	38.27	
Total	610	39731.30		

Listening

Source	df	SS	MS	F
Between	3	10725.53	3575.18	80.86*
Within	607	26837.52	44.21	
Total	610	37563.05		

Average

Source	df	SS	MS	F
Between	3	13339.75	4446.58	131.36*
Within	607	20546.50	33.85	
Total	610	33886.25		

*Significant at .01 level.

Table 4. Results of the Newman-Keuls Test For Courses in Each Language

French

Reading

Course Level		101	102	103	104
	Means	42.50	48.83	54.14	59.53
101	42.50	-	6.33*	11.64*	17.03*
102	48.83		-	5.31*	10.70*
103	54.14			-	5.39*
104	59.53				-

*Significant at $\alpha = .01$

$q_{r.99}\left(\sqrt{MS_{error}/\tilde{n}}\right) =$ 1.46 1.65 1.76

Listening

Course Level		101	102	103	104
	Means	44.41	48.04	50.74	58.83
101	44.41	-	3.63*	6.33*	14.41*
102	48.04		-	2.70*	10.79*
103	50.74			-	8.09*
104	58.83				-

*Significant at $\alpha = .01$

$q_{r.99}\left(\sqrt{MS_{error}/\tilde{n}}\right) =$ 1.53 1.73 1.85

Average

Course Level		101	102	103	104
	Means	43.72	48.71	52.70	59.43
101	43.72	-	4.99*	8.98*	15.71*
102	48.71		-	3.99*	10.72*
103	52.70			-	6.73*
104	59.43				-

*Significant at $\alpha = .01$

$q_{r.99}\left(\sqrt{MS_{error}/\tilde{n}}\right) =$ 1.35 1.52 1.63

Table 4. Continued

German

Reading

Course Level		101	102	103	104
	Means	40.41	49.68	56.01	62.19
101	40.41	-	9.27*	15.60*	21.78*
102	49.68		-	6.33*	12.51*
103	56.01			-	6.18*
104	62.19				-

*Significant at $\alpha = .01$

$q_{r.99}(\sqrt{MS_{error}/n}) =$ 1.13 1.28 1.36

Listening

Course Level		101	102	103	104
	Means	40.64	48.79	50.44	53.81
101	40.64	-	8.15*	9.80*	13.17*
102	48.79		-	1.65*	5.02*
103	50.44			-	3.37*
104	53.81				-

*Significant at $\alpha = .01$

$q_{r.99}(\sqrt{MS_{error}/n}) =$ 1.57 1.77 1.89

Average

Course Level		101	102	103	104
	Means	40.76	49.49	53.44	58.20
101	40.76	-	8.73*	12.68*	17.44*
102	49.49		-	3.95*	8.71*
103	53.44			-	4.76*
104	58.20				-

*Significant at $\alpha = .01$

$q_{r.99}(\sqrt{MS_{error}/n}) =$ 2.01 2.27 2.42

Table 4. Continued

Russian

Reading

Course Level		101	102	104	103
	Means	35.20	44.89	51.10	51.88
101	35.20	-	9.69*	15.90*	16.68*
102	44.89		-	6.21*	6.99*
104	51.10			-	.78
103	51.88				-

*Significant at $\alpha = .01$

$q_{r.99}\left(\sqrt{MS_{error}/\tilde{n}}\right) =$ 4.69 5.32 5.70

Listening

Course Level		101	102	103	104
	Means	41.57	42.79	46.54	50.00
101	41.57	-	1.22	4.97*	8.43*
102	42.79		-	3.75**	7.21*
103	46.54			-	3.46
104	50.00				-

*Significant at $\alpha = .01$
**Significant at $\alpha = .05$

$q_{r.99}\left(\sqrt{MS_{error}/\tilde{n}}\right) =$ 4.65 5.28 5.66

$q_{r.95}\left(\sqrt{MS_{error}/\tilde{n}}\right) =$ 3.52 4.22 4.64

Average

Course Level		101	102	103	104
	Means	38.63	44.11	49.51	50.80
101	38.63	-	5.48*	10.88*	12.17*
102	44.11		-	5.40*	6.69*
103	49.51			-	1.29
104	50.80				-

*Significant at $\alpha = .01$

$q_{r.99}\left(\sqrt{MS_{error}/\tilde{n}}\right) =$ 4.13 4.69 5.03

Table 4. Continued

Spanish

Reading

Course Level		101	102	103	104
	Means	44.02	47.12	54.58	57.63
101	44.02	-	3.10*	10.56*	13.61*
102	47.12		-	7.46*	10.51*
103	54.58			-	3.05*
104	57.63				-

*Significant at α = .01

$q_{r.99}(\sqrt{MS_{error}/\tilde{n}})$ = 2.04 2.31 2.46

Listening

Course Level		101	102	103	104
	Means	42.27	47.09	50.65	58.80
101	42.27	-	4.82*	8.38*	11.53*
102	47.09		-	3.56*	6.71*
103	50.65			-	3.15*
104	53.80				-

*Significant at α = .01

$q_{r.99}(\sqrt{MS_{error}/\tilde{n}})$ = 2.22 2.51 2.68

Average

Course Level		101	102	103	104
	Means	43.38	47.37	52.86	55.98
101	43.38	-	3.99*	9.48*	12.60*
102	47.37		-	5.49*	8.61*
103	52.86			-	3.12*
104	55.98				-

*Significant at α = .01

$q_{r.99}(\sqrt{MS_{error}/\tilde{n}})$ = 1.93 2.18 2.33

Listening: Mean-pair differences between 101 and 102 and between 103 and 104 are not significant at $\alpha = .05$ level. Mean-pair difference between 102 and 103 is significant at $\alpha = .05$ level. The remaining mean-pair differences are significant at $\alpha = .01$ level.

Average: Mean-pair difference between 103 and 104 is not significant at $\alpha = .05$ level. The remaining mean-pair differences are significant at $\alpha = .01$ level.

Spanish

Reading: All mean-pair differences are significant at $\alpha = .01$ level.

Listening: (same as above)

Average: (same as above)

In French, German, and Spanish, each course was significantly different and in the expected direction, indicating that the higher scores were obtained by the upper level students. In Russian, however, a consistent finding of no significant difference between 103 and 104 in reading, listening, and average scores was observed.

After looking at each of the foreign languages with respect to the Newman-Keuls test results, the following observations can be made:

1. The mean scores for the French, German, and Spanish 101-104 courses were significantly different ($\alpha = .01$) indicating that as one goes from 101 to 104 there is a significant increase in French, German, and Spanish reading and listening knowledge.

2. The mean scores in Russian were not as easy to interpret since several non-significant results were noted. If one looks at the average reading and listening score comparisons, however, the only courses not significantly different are 103 and 104 which could be attributed to the small number of students tested.

Correlations

Table 5 contains the intercorrelations among the reading, listening, and average standard scores, and grades for each of the languages. The average

score with grade correlations indicate that we are maintaining the same sense of discrimination as would be achieved if we had only used the reading test results.

The correlations also indicate that, except for French 101 and Spanish 104, reading scores correlate higher with course grades than do listening scores. Perhaps this is indicative of instructors placing greater emphasis on the reading aspect of foreign language learning as opposed to the oral-aural aspect. The relatively high correlations indicate that the test scores can be used to discriminate among the students in each course similar to the grading pattern.

The correlations between the reading and listening scores seem to provide evidence of both a significant relationship between the reading and listening tests and, at the same time, a uniqueness between them. This is precisely what is needed as we are interested in measuring different aspects of language knowledge.

Multiple correlations of reading and listening scores on course grade are given in Table 6 for all languages. If we compare these multiple correlations to the average score-grade correlations, it is obvious that very little predictive power is gained by using the multiple correlations. In fact, only the Russian 103 and 104 courses seem to have largely different coefficients but they still only account for 2% more of the predictable variance.

Reliabilities

Reliabilities of the foreign language tests are given in Table 7 and indicate that these tests in fact are very reliable.

Table 5. Intercorrelations for Each Foreign Language by Level -- January, 1970

		Reading	Listening	Average	Grade	N
		French				
Reading	101	-	.53	.87	.31	355
	102	-	.54	.86	.64	196
	103	-	.57	.89	.70	279
	104	-	.57	.88	.70	127
Listening	101	.53	-	.88	.41	355
	102	.54	-	.89	.43	196
	103	.57	-	.89	.43	279
	104	.57	-	.90	.46	127
Average	101	.87	.88	-	.41	355
	102	.86	.89	-	.60	196
	103	.89	.89	-	.63	279
	104	.87	.90	-	.65	127
		German				
Reading	101	-	.44	.75	.36	323
	102	-	.70	.91	.64	117
	103	-	.70	.92	.68	238
	104	-	.81	.95	.60	54
Listening	101	.44	-	.92	.35	323
	102	.70	-	.93	.44	117
	103	.70	-	.95	.45	238
	104	.81	-	.95	.52	54
Average	101	.75	.92	-	.40	323
	102	.91	.93	-	.57	117
	103	.92	.92	-	.61	238
	104	.95	.95	-	.59	54

Table 5. Continued

		Reading	Listening	Average	Grade	N
		Russian				
Reading	101	-	.50	.87	.27	70
	102	-	.42	.83	.66	19
	103	-	.63	.89	.78	41
	104	-	.69	.92	.68	10
Listening	101	.50	-	.86	.21	70
	102	.42	-	.86	.37	19
	103	.63	-	.91	.44	41
	104	.69	-	.91	.33	10
Average	101	.87	.86	-	.28	70
	102	.83	.86	-	.28	19
	103	.89	.91	-	.66	41
	104	.92	.91	-	.56	10
		Spanish				
Reading	101	-	.57	.86	.50	253
	102	-	.64	.90	.77	133
	103	-	.67	.91	.62	161
	104	-	.69	.93	.47	64
Listening	101	.57	-	.91	.35	253
	102	.64	-	.91	.56	133
	103	.67	-	.92	.47	161
	104	.69	-	.91	.49	64
Average	101	.86	.91	-	.47	253
	102	.90	.91	-	.74	133
	103	.91	.92	-	.59	161
	104	.93	.91	-	.52	64

Table 6. Multiple Correlations from Reading-Listening Scores on Grade

	Multiple Correlation		Multiple Correlation
French 101	.420	Russian 101	.287
102	.648	102	.666
103	.700	103	.784
104	.703	104	.705
German 101	.414	Spanish 101	.510
102	.636	102	.777
103	.678	103	.624
104	.604	104	.524

Table 7. K-R 21 Reliabilities of the Foreign Language Tests

Course		N	Reading	Listening
French	101	355	.89	.83
	102	196	.80	.80
	103	279	.88	.86
	104	127	.87	.86
German	101	323	.92	.92
	102	117	.90	.91
	103	238	.92	.93
	104	54	.93	.93
Russian	101	70	.91	.84
	102	19	.88	.86
	103	41	.91	.85
	104	10	.95	.88
Spanish	101	253	.89	.88
	102	133	.92	.89
	103	161	.89	.91
	104	64	.91	.89

University of Illinois Percentile Norm Tables

The University of Illinois percentile norms for the CEEB reading and listening tests are presented in Table 8. Looking at each course level over the four languages it is obvious that the distributions are quite similar indicating that the students appear to be learning about the same amount of material.

Distribution of Grades on Standard Scores

Table 9 shows what the distribution of grades for each course would look like plotted on the CEEB average standard score base. If lines are drawn through these distributions representing the CEEB score mean, it is apparent that at each course level the higher course grades fall above that mean line. In fact, in most courses, it represents the point at which grades of D and E fall below. Therefore, two sets of tables were generated, one (Table 10) containing cut-off scores generated by the mean CEEB score at each course level and the other (Table 11), containing cut-off scores generated by the point at which D and E grades no longer appeared. The resulting tables are very similar.

Using Table 10 as the basis for our cut-off placement scheme we are saying that an incoming freshman who achieves a score below the mean CEEB score of a particular course will be placed into that course. If he achieves a score above that mean he will be placed into the next higher level. With the exception of Russian all the placement cut-off tables followed the mean lines of the CEEB scores. Due to the small number of students and the closeness of the mean values for the Russian 103 and 104 courses, the 104 cut-off score was raised to 55 so as to match those of the other larger language groups.

Table 8. Foreign Language Examination Percentile Norms

101 Reading

	French NPL2	German QPL1	Russian PPL1	Spanish PPL1
-24				
↓				
-12		01		
-11		01		
-10	01	01		01
-9	01	01		01
-8	01	01		01
-7	01	02		01
-6	01	03		02
-5	01	06	01	02
-4	01	09	03	03
-3	02	12	11	04
-2	04	14	16	10
-1	04	20	19	17
0	06	24	27	19
1	09	29	33	24
2	13	34	39	30
3	16	46	43	37
4	23	52	53	47
5	29	59	60	51
6	36	63	66	58
7	46	67	67	64
8	54	72	71	70
9	60	76	73	75
10	68	80	74	80
11	72	83	77	83
12	75	86	81	86
13	79	89	86	87
14	83	89	91	91
15	85	91	91	91
16	86	92	93	92
17	88	93	94	92
18	89	93	94	93
19	91	94	94	95
20	92	95	94	95
21	73	96	94	96
22	94	97	96	97
23	95	98	96	98
24	95	98	96	98
25	95	98	97	98
26	95	98	99	99
27	95	98		
28	95	99		
29	95	↓		
30	96			
31	96			
32	96			
33	97			
34	97			
35	97			
36	97			
37	97			
38	97			
39	98			
40	98			
41	98			
42	99			
↓	↓			
59	99			
↓				
95				

	French NPL2	German QPL1	Russian PPL1	Spanish PPL1
	↓	↓		↓
		99		
				99
$\bar{X}$	9.78	5.48	5.69	6.19
SD	8.73	7.50	7.29	7.07
N	355	323	70	253

Table 8. Foreign Language Examination Percentile Norms

102 Reading

	French NPL2	German QPL1	Russian PPL1	Spanish PPL1
-24 ↓ -7				01
-6				01
-5				02
-4		01		04
-3		01		07
-2		01		08
-1		01		08
0		02		14
1		02		17
2		03	05	22
3	01	05	05	24
4	01	06	05	28
5	02	07	05	33
6	03	09	05	38
7	04	11	05	42
8	05	13	05	46
9	06	15	05	49
10	09	15	11	53
11	09	19	16	55
12	15	20	21	60
13	16	23	32	65
14	19	25	37	65
15	23	26	42	68
16	28	26	42	71
17	36	28	47	76
18	43	30	47	77
19	51	33	47	79
20	55	36	53	80
21	56	37	53	81
22	59	38	58	85
23	64	44	58	87
24	68	46	63	87
25	71	49	63	90
26	73	56	63	92
27	76	56	68	92
28	77	61	74	92
29	81	65	79	93
30	82	70	79	95
31	86	74	79	95
32	88	75	84	96
33	89	79	89	96
34	90	80	89	97
35	92	82	89	97
36	93	83	89	97
37	95	85	89	97
38	96	87	89	98
39	97	88	89	98
40	97	89	89	99
41	98	90	95	↓
42	99	92	99	99
43	↓	93		
44		94		
45		95		
46		96		
47		97		
48		97		
49		98		
50		98		
51		98		
52		98		
53	↓	98		
54	99	98		
55		98		
56		98		
57		98		
58		98		
59		98		
60 ↓ 95		99		
$\bar{X}$	21.57	24.62	21.32	11.41
SD	8.87	12.77	10.94	10.47
N	196	117	19	133

Table 8. Foreign Language Examination Percentile Norms

103 Reading

	French NPL2	German QPL1	Russian PPL1	Spanish PPL1
-24 ↓				
-3 ↓	01			01
1		01		↓
2		↓		01
3				02
4				02
5	↓	01		04
6	01	02		04
7	02	02		06
8	02	02		07
9	03	03		09
10	03	03		09
11	04	03	02	14
12	04	04	05	17
13	06	04	07	22
14	09	06	07	27
15	11	06	07	29
16	13	08	10	33
17	15	10	10	35
18	17	11	10	39
19	20	11	10	40
20	22	13	10	43
21	23	16	12	47
22	26	17	15	51
23	29	18	15	53
24	34	19	20	56
25	36	21	24	59
26	38	23	24	64
27	40	26	24	68
28	42	29	32	70
29	44	31	34	74
30	48	34	34	77
31	53	37	37	80
32	56	39	46	81
33	58	43	51	82
34	62	45	51	84
35	64	49	51	84
36	66	53	51	86
37	68	56	56	89
38	72	60	56	89
39	74	61	56	89
40	76	63	56	89
41	78	65	56	90
42	81	66	59	91
43	83	69	59	92
44	84	70	61	93
45	85	71	71	93

	French NPL2	German QPL1	Russian PPL1	Spanish PPL1
46	87	72	78	93
47	88	76	78	94
48	89	76	78	95
49	91	76	80	95
50	92	79	83	96
51	94	80	83	96
52	94	84	83	98
53	95	85	85	98
54	96	85	85	99
55	97	87	88	↓
56	97	88	90	
57	98	89	90	
58	98	89	90	99
59	98	89	90	
60	99	92	93	
61	↓	92	93	
62		93	93	
63		94	95	
64		94	98	
65		95	99	
66		95		
67		96		
68		96		
69		96		
70		97		
71		97		
72		97		
73	99	97		
74		98		
75		98		
76		99		
↓		↓		
85		99		
↓				
95				
$\bar{X}$	31.36	37.54	37.17	23.60
SD	12.86	15.79	14.53	12.23
N	279	238	41	161

Table 8. Foreign Language Examination Percentile Norms

104 Reading

	French NPL2	German QPL1	Russian PPL1	Spanish PPL1
-24				
↓				
6				03
7				03
8	01			06
9	01			06
10	01			06
11	01	02		09
12	01	02	10	13
13	02	02	10	13
14	02	02	10	16
15	02	04	20	17
16	02	04	20	23
17	02	04	20	25
18	04	04	20	28
19	04	04	20	30
20	05	04	20	33
21	06	04	20	36
22	06	04	20	39
23	07	06	20	41
24	09	07	20	42
25	09	07	30	45
26	12	09	30	45
27	13	11	50	47
28	17	13	50	50
29	18	13	50	50
30	21	13	60	58
31	24	13	60	59
32	24	17	60	63
33	27	19	60	66
34	30	20	60	67
35	31	20	60	69
36	36	24	60	69
37	40	24	60	73
38	43	26	60	78
39	46	26	60	78
40	49	28	60	83
41	50	33	60	83
42	53	33	60	84
43	57	35	60	86
44	59	37	70	86
45	63	39	70	88
46	66	39	80	91
47	67	41	80	91
48	71	43	80	94
49	72	44	80	94
50	75	46	80	94
51	77	52	80	95
52	78	54	80	95
53	83	57	80	95
54	86	57	90	95
55	87	63	90	97
56	88	65	90	97
57	90	67	90	97
58	91	67	90	97
59	92	70	90	97
60	94	70	90	97
61	96	74	90	97
62	96	76	90	98
63	96	76	90	98
64	96	78	90	98
65	96	80	90	98
66	98	81	90	98
67	98	83	90	98
68	98	83	90	99
69	98	85	90	
70	99	85	90	
71	↓	85	90	
72	↓	87	99	
73	99	89		
74		89		
75		91		
76		94		
77		94		
78		94		
79		96		
80		96		
81		99		
↓				
95				
$\bar{X}$	41.31	50.35	35.20	28.72
SD	12.72	17.23	18.60	13.84
N	127	54	10	64

Table 8. Foreign Language Examination Percentile Norms

101 Listening

	French NPL2	German QPL1	Russian PPL1	Spanish PPL1
-24 ↓ -10		02		
-7		02		
-6	01	05		
-5	01	07	03	
-4	01	07	03	01
-3	02	11	06	04
-2	03	18	07	05
-1	05	27	09	09
0	10	28	09	13
1	13	38	14	17
2	19	49	19	21
3	27	55	26	26
4	33	55	26	30
5	39	64	34	40
6	50	69	46	46
7	55	75	57	51
8	61	76	59	57
9	68	82	70	62
10	75	85	76	69
11	81	90	80	76
12	84	91	80	81
13	87	95	83	85
14	89	95	90	87
15	92	96	93	89
16	94	96	93	91
17	95	97	96	92
18	95	98	97	92
19	97	98	97	94
20	97	99	97	95
21	97	↓	97	95
22	98		97	96
23	99		99	96
24	↓	99	↓	97
25				98
26				98
27				98
28			99	98
29				98
30	↓			98

	French NPL2	German QPL1	Russian PPL1	Spamish PPL1
31 ↓ 32	↓			98
	99			99
↓ 52				↓
↓ 60				99
$\bar{X}$	7.37	3.88	7.46	8.05
SD	5.72	6.12	6.05	7.29
N	355	323	70	253

Table 8. Foreign Language Examination Percentile Norms

102 Listening

	French NPL2	German QPL1	Russian PPL1	Spanish PPL1
-24				
↓				
-5				01
-4		01		01
-3		02	05	02
-2		03	05	03
-1	01	03	11	05
0	02	04	16	05
1	02	10	16	05
2	03	14	16	06
3	07	17	21	08
4	11	20	21	14
5	17	25	26	17
6	22	27	42	17
7	29	30	42	23
8	36	32	47	28
9	43	36	58	31
10	51	38	74	31
11	05	44	74	36
12	62	48	74	43
13	65	52	74	47
14	70	55	84	48
15	75	62	84	59
16	81	62	89	66
17	82	64	89	68
18	84	68	89	68
19	87	74	89	74
20	90	75	89	75
21	93	80	89	79
22	94	83	95	80
23	95	85	99	81
24	97	87		82
25	97	90		86
26	98	91		86
27	98	91		88
28	98	93		91
29	99	93		92
30	↓	94		92
31		96		95
32		96		95
33		↓ 97		98
34	99	97		98
35		98		98
36		98		98
37		99		98
38		↓		98
39				98
40				98
41				99
↓				↓
45		99		
↓				99
49				
↓				
60				
$\bar{X}$	11.61	13.74	8.79	14.92
SD	6.37	9.66	6.96	9.57
N	196	117	19	133

Table 8. Foreign Language Examination Percentile Norms

103 Listening

	French NPL2	German QPL1	Russian PPL1	Spanish PPL1
-24				
↓				
-8		01		
↓		↓		
-4		01		
-3	01	02		
-2	01	03		01
-1	01	03		01
0	02	04		01
1	03	06		03
2	04	07	05	03
3	06	10	07	04
4	10	12	07	05
5	12	16	07	07
6	17	21	22	07
7	23	25	27	11
8	27	28	32	14
9	28	32	34	17
10	31	36	39	21
11	38	39	44	22
12	42	42	46	29
13	46	45	63	34
14	51	47	63	37
15	55	53	66	42
16	62	57	66	45
17	66	61	73	48
18	68	65	76	52
19	73	66	76	55
20	77	69	80	58
21	78	72	85	61
22	81	74	90	61
23	84	78	90	66
24	87	81	90	69
25	89	82	93	71
26	91	83	95	74
27	94	86	95	78
28	96	87	95	79
29	96	89	98	81
30	97	89	98	83
31	98	89	98	85
32	98	91	98	87
33	99	92	98	88
34		93	98	90
35		93	98	91
36		93	98	93
37	↓	94	98	93
38	99	95	99	94
39		97		95
40		97		96
41		97		97
42		98		97
43		98		97
44		99		97
45		↓		97
46		↓		98
47		↓		98
48		↓		98
49		↓		98
50		↓		98
51		↓		98
52		↓		98
53		99		99
↓				↓
60				99
$\bar{X}$	14.72	16.05	13.54	19.83
SD	7.97	11.19	7.82	11.28
N	279	238	41	161

Table 8. Foreign Language Examination Percentile Norms

104 Listening

	French NPL2	German QPL1	Russian PPL1	Spanish PPL1
-24 ↓ -2		02		
-1		04		
0		04		02
1		07		02
2		07		02
3	01	09		02
4	01	11		02
5	01	11		05
6	02	15		05
7	03	15		05
8	06	15		06
9	07	17	20	09
10	07	19	30	09
11	08	20	30	11
12	10	24	30	16
13	11	26	40	19
14	13	28	50	20
15	18	33	50	23
16	21	37	50	27
17	23	39	60	30
18	28	43	60	30
19	30	52	80	39
20	34	52	80	42
21	36	52	80	44
22	40	52	80	44
23	49	56	80	48
24	55	56	80	53
25	57	57	80	56
26	60	63	80	56
27	65	63	80	56
28	70	63	80	61
29	70	67	80	64
30	75	69	90	64
31	79	76	90	67
32	83	76	90	70
33	83	78	90	72
34	87	81	90	72
35	92	87	90	81
36	94	89	90	84
37	94	91	99	89
38	95	93		91
39	98	96		94
40	98	96		98
41	98	96		98
42	99	96		98
43		96		98
44		98		99
45		99		
46 ↓ 60				
$\bar{X}$	24.02	21.65	17.70	24.36
SD	8.66	12.29	9.27	10.74
N	127	54	10	64

Table 9. Distribution of Course Grades Plotted on Average CEEB Standard Scores

French

CEEB Standard Scores	101 A	B	C	D	E	102 A	B	C	D	E	CEEB Standard Scores	103 A	B	C	D	E	104 A	B	C	D	E	
70											70	1					1					76 - 1A
69											69	1					3					75 - 1A
68											68						3	2				74 -
67											67	1					1					73 - 1A
66		1				1					66		2				7					71 - 2A's, 1B
65											65	2	2					4				
64	1										64	4	1				1	1	2			
63											63	4					5	6				
62		1				1					62	4	2	1			3	1	2			
61											61	3	7				1	3	4			
60						1	1				60	3	4	2			1	2	2			
59	1					1	1				59	3	2	6				5	2			
58		1	1				3				58	1		3			1	5	3			
57	2					3					57	3	4	2			1	2	5	2		
56	1						3				56	3	9	2			1	2	6			
55						3	4				55	4	10	6			1	3	1	1		
54						2	2	4			54	3	9	7				1	3			
53	1					4	5	1			53	1	6	7	2				4			
52	1	1		1		4	5				52	1	2	5	2	1			1	1		
51	6	3	1			1	4		1		51		8	7	5		1		1	2		
50	2	2				1	6	7	3		50		9	11	2							
49	11	2		1		2	3	14	1		49	2	2	4	3	1				3		
48	5	1	2		1	1	6	4	1		48	1	3	9	3		1		1	1		
47	7	5	2			1	9	10	3		47	1	1	6	1	1		1	1			
46	14	9	4				7	13	4		46		2	5	3					2		
45	24	15	3	1			4	10	3		45		1	7	3	1			1			
44	5	17	5					4		1	44		1	3	3							
43	12	16	6	2			2	5	4	1	43			2	8	1						
42	6	25	10	3		1		2	3	2	42				1							
41	3	20	10	2			1				41			2	3							
40	2	15	19	8				1	2		40			1								
39	2	2	6	3							39											
38		6	6								38					1						
37			3	4	1						37											
36			1	1							36											

Table 9. Distribution of Course Grades Plotted on Average CEEB Standard Scores

German

CEEB Standard Scores	101 A	B	C	D	E	102 A	B	C	D	E	CEEB Standard Scores	103 A	B	C	D	E	104 A	B	C	D	E
79											79	1									
78											78										
77											77										
76											76	1									
75											75										
74											74										
73											73						1				
72											72	2									
71											71	1					1				
70											70	1					2				
69											69	1					2				
68						1					68			1					1		
67											67	1									
66											66	1	1				1		1		
65						1					65	2					1	1			
64											64	3	1				3				
63											63	6	2				1	2			
62											62	5	3	1			1	1			
61							1				61	3	2				1		1		
60						1					60	3	1	1				1	1		
59							1				59	2	3	4			3	2	1		
58						5					58	4	7	2			1	1			
57						1	6	1			57	2	2	2			1	1			
56											56	2	6	1				1	2		
55						1	3				55	1	7	6			1	1			1
54		1					6	2			54	2	2	7	3			1			
53	1					2	3	2			53	2	8	9	1			2	1		
52						2	7	3			52	3	3	6	2				1	1	
51	3	2				2	4				51	1	3	4	1						
50	5					2	1	1	1		50	1	3	4	1			1			
49	4	2				1	5	1			49	2	1	4	2	1	1				
48	5	2				1	4	2	1		48		2	11	1				1		
47	6	3					1	1	1		47		1	8	1						
46	12	2					1	4	1		46		2	1	3	1			3		
45	7	7					1	3	1	3	45	1		4							
44	8	4	3			1	1	1	1		44			3	3	1					1
43	12	8	1	1				3	1		43			3	1	1					
42	13	3	1				1	1			42			1						1	
41	15	16	5					2	2		41			3							
40	21	10	5	1				1		2	40		1	1	1						
39	11	15	5	1			3	2	1		39								1		
38	7	11	14	1							38			1							
37	6	12	4	2			1			1	37										
36	4	6	5								36		1		1						
35	2	9	1	2							35										
34	1	3	2	1							34				1						
33	1	1	1	1							33										
32		2									32										
31		1		1	1						31										

Table 9. Distribution of Course Grades Plotted on Average CEEB Standard Scores

Russian

CEEB Standard Scores	101					102					103					104				
	A	B	C	D	E	A	B	C	D	E	A	B	C	D	E	A	B	C	D	E
67																1				
66											1									
65																				
64																				
63																				
62																				
61																				
60											1									
59																				
58												2				1				
57												1								
56											1	1								
55											1									
54	---	---	---	---		---	1	---	---		-2	-1								
53		1									1	1				1				
52											1									
51			1			1						1				1	1			
50	---	---	---	---		-1-		---	---		-1									
49											1					1				
48											1	1	6							
47						2	1	1				1	2							
46	---	3	--	---	---	-2-		---	---		-1	-1	-1	---	---		-1-		---	--
45		2		1								1	2	1		1	1			
44		2										1								
43		3					2						1					1		
42	---	3	-2	---	---	---	1	---	---		---	---		-1						
41		1	1			1	1							1	1					
40		2		2				2					1							
39		2	2	2				1												
38	---	4	1		1	1														
37		2	4	2	1			2												
36		2	3	2	2															
35		1	3	2																
34	---	1	1		1															
33		1		1																
32				1																
31			1																	
30	---	1		1																

Table 9. Distribution of Course Grades Plotted on Average CEEB Standard Scores

Spanish

CEEB Standard Scores	101 A	101 B	101 C	101 D	101 E	102 A	102 B	102 C	102 D	102 E	CEEB Standard Scores	103 A	103 B	103 C	103 D	103 E	104 A	104 B	104 C	104 D	104 E
76											76		1								
75											75					1					
74											74										
73											73		1				1				
72											72										
71											71							1			
70											70										
69											69	3									
68											68										
67											67										
66	1										66	6					1				
65						1	1				65		1				4	1			
64											64	1					1				
63											63	4					7	1			
62	1										62	2					2	1			
61						1					61		3				2				
60						2					60	3	1				2	1			
59						1					59	2	1				1	1	1		
58	1		1				1				58	1	2	1							
57			1			1	5	1			57		5					1	1		
56	1					2	1				56	3	5	1				1			
55											55	1	1	2		2	3	1			
54	2					2	2				54	2	2	2	2			1	1		
53		2				1	4	2			53		4	4				1			
52		1	1			1	1	1			52	1	2	4	1			4			
51	1	1					3	1			51	2	6	5	1		1	1	1		
50	1	3				2	3	2			50		5	7	1				3		
49	5	1					2	7			49		3	7	2	1		2	3	1	
48	3	2					4	1	1		48		1	5	1		1		2		
47	4	6		1			2	5	2		47			8	3		1		1		
46	4	7	3		1		2	5			46		1	4	2		1	1			
45	7	6	6	1			1	9	1		45		1	2	1		1				
44	5	12	7	1	1		3	7	1		44			1	3						
43	7	9	6	5	1			8	3		43			1	2			1			
42	1	15	12	7	3			2	2	2	42			1	3						
41	1	12	13	2	2			1	4		41			1						1	
40	1	6	10	4	3			2	5	1	40				2						
39		4	6	4	2			1	2	1	39										
38			4	3	1		1		1		38										
37			1	5	1				1		37										
36			1						1		36										

Table 10. Cut-Off Scores Determined by Mean CEEB Standard Score Differences

French		German		Russian		Spanish	
Average St. Score	Placement	Average St. Score	Placement	Average St. Score	Placement	Average St. Score	Placement
20-43	101	20-40	101	20-38	101	20-43	101
44-48	102	41-49	102	39-44	102	44-47	102
49-52	103	50-53	103	45-49	103	48-52	103
53-59	104	54-58	104	50-55	104	53-55	104
60-80	Beyond 104	59-80	Beyond 104	56-80	Beyond 104	56-80	Beyond 104

Table 11. Cut-Off Scores Determined by Passing Course Grades

French		German		Russian		Spanish	
Average St. Score	Placement	Average St. Score	Placement	Average St. Score	Placement	Average St. Score	Placement
20-43	101	20-43	101	20-38	101	20-47	101
44-51	102	44-50	102	39-40	102	48-48	102
52-53	103	51-54	103	41-45	103	49-55	103
54-57	104	55-55	104	46-51	104	56-59	104
58-80	Beyond 104	56-80	Beyond 104	52-80	Beyond 104	60-80	Beyond 104

Table 12. Graphic Representation of Foreign Language Test Results

French

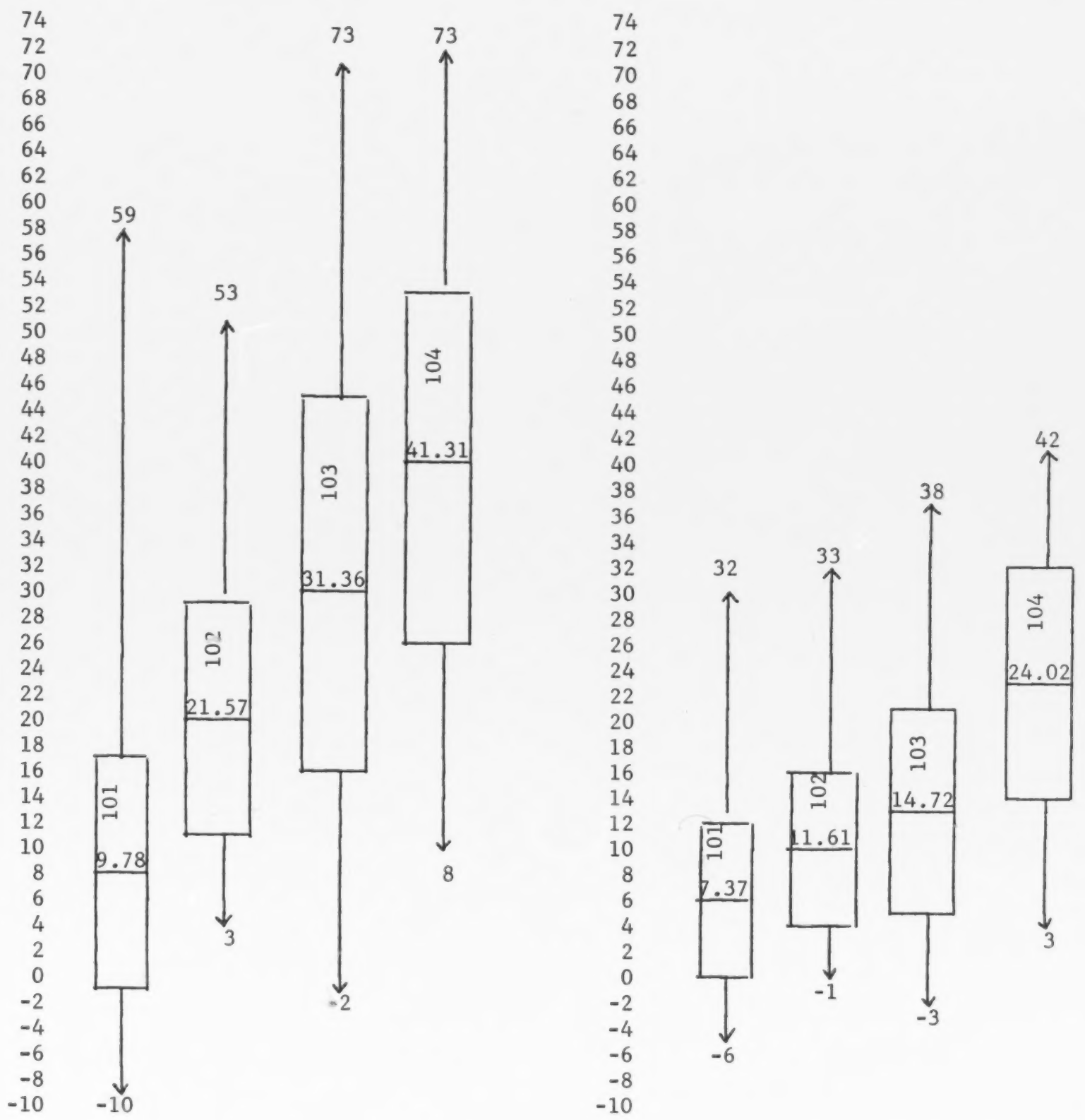


Table 12. Graphic Representation of Foreign Language Test Results

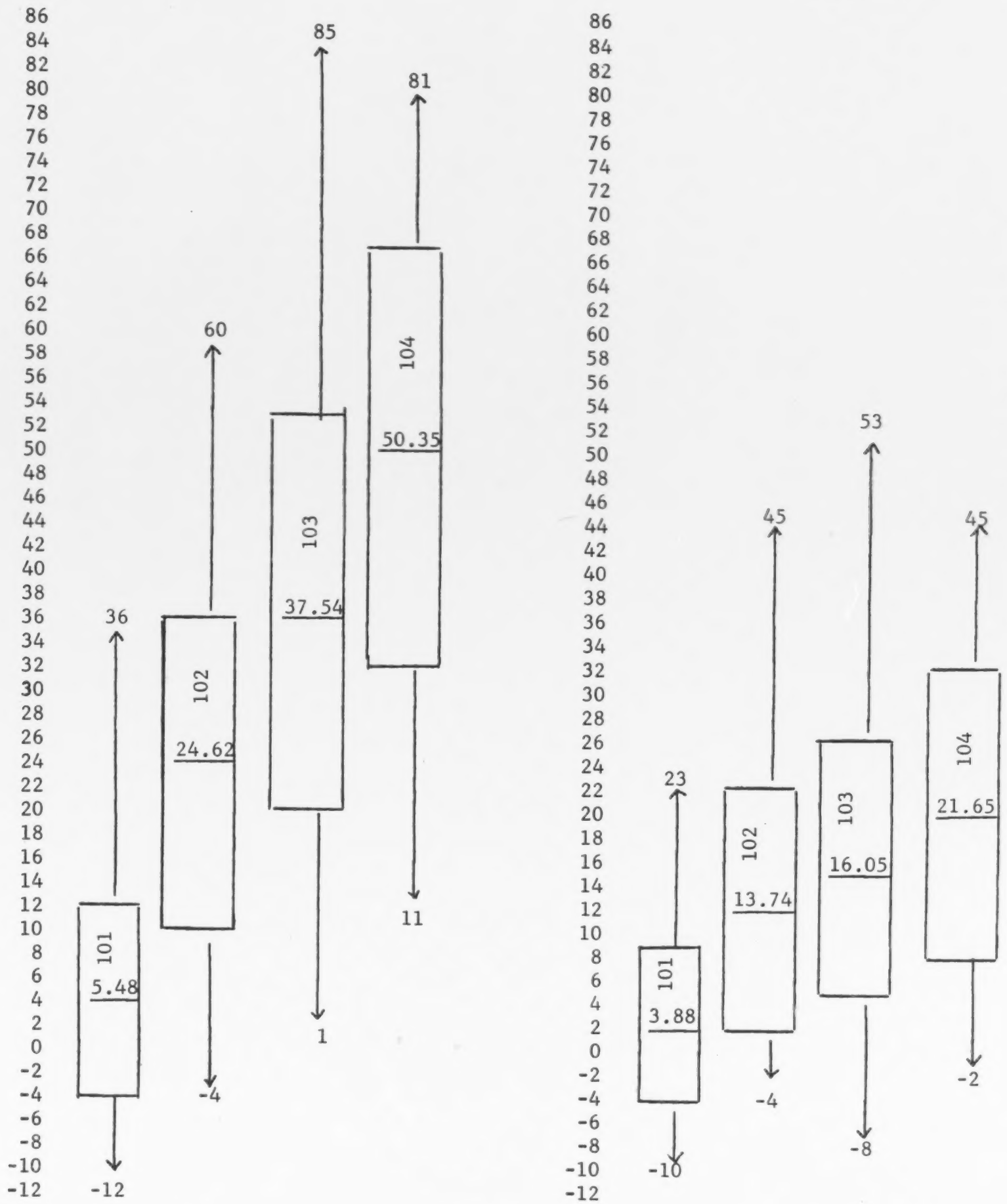
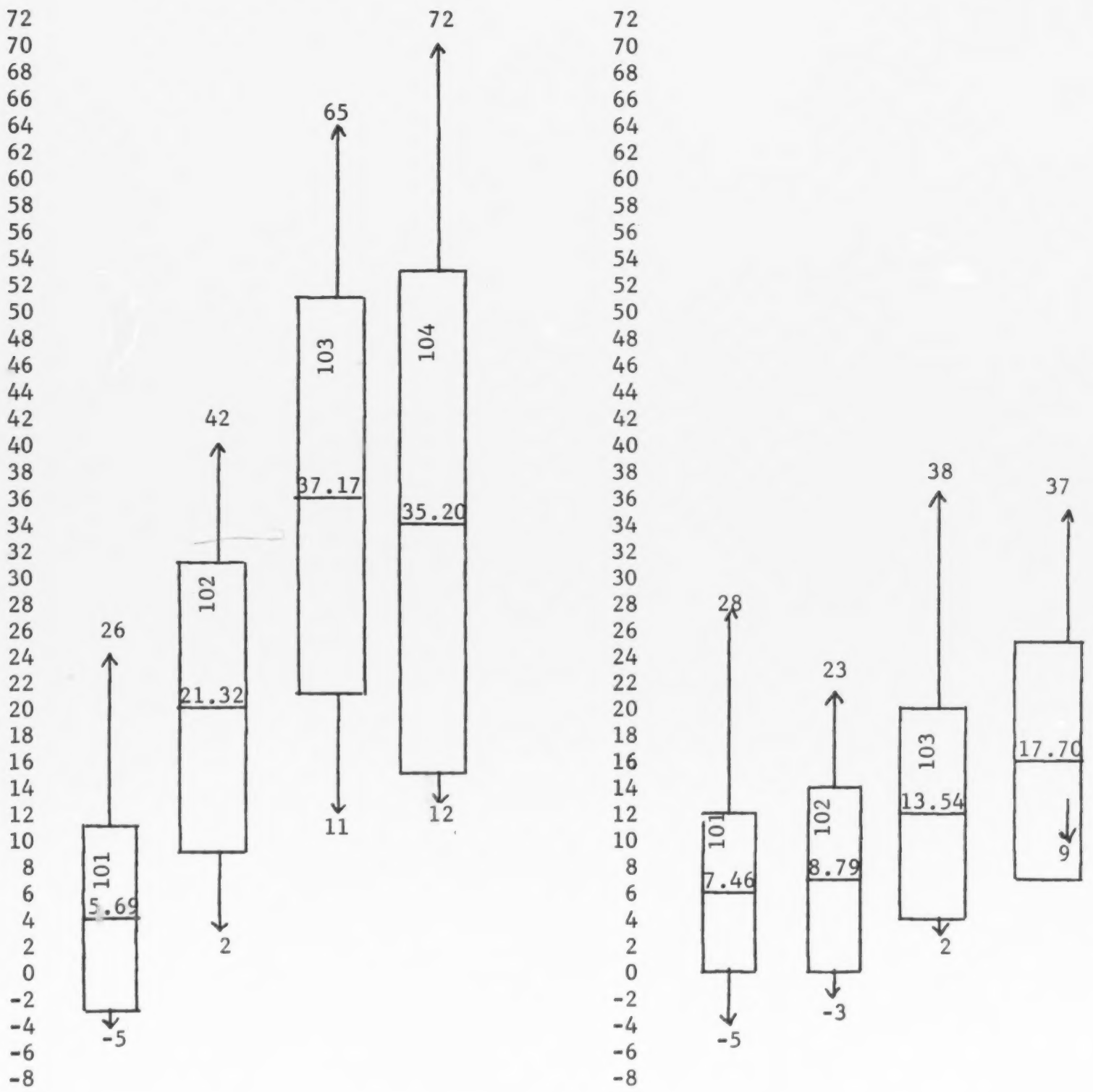


Table 12. Graphic Representation of Foreign Language Test Results

Russian



The proficiency scheme previously used (Aleamoni and Spencer, 1968) will be retained. The scheme assumed that one year of high school study was equivalent to one semester of college study. Therefore, students would normally be placed as follows:

Years of High School Study	Normal Placement
0	101
1	102
2	103
3	104
4	Beyond 104

Students who place beyond this normal placement, based on their average reading and listening standard scores will be given proficiency credit for each course skipped up to a maximum of four courses.

Graphic Representation of Test Results

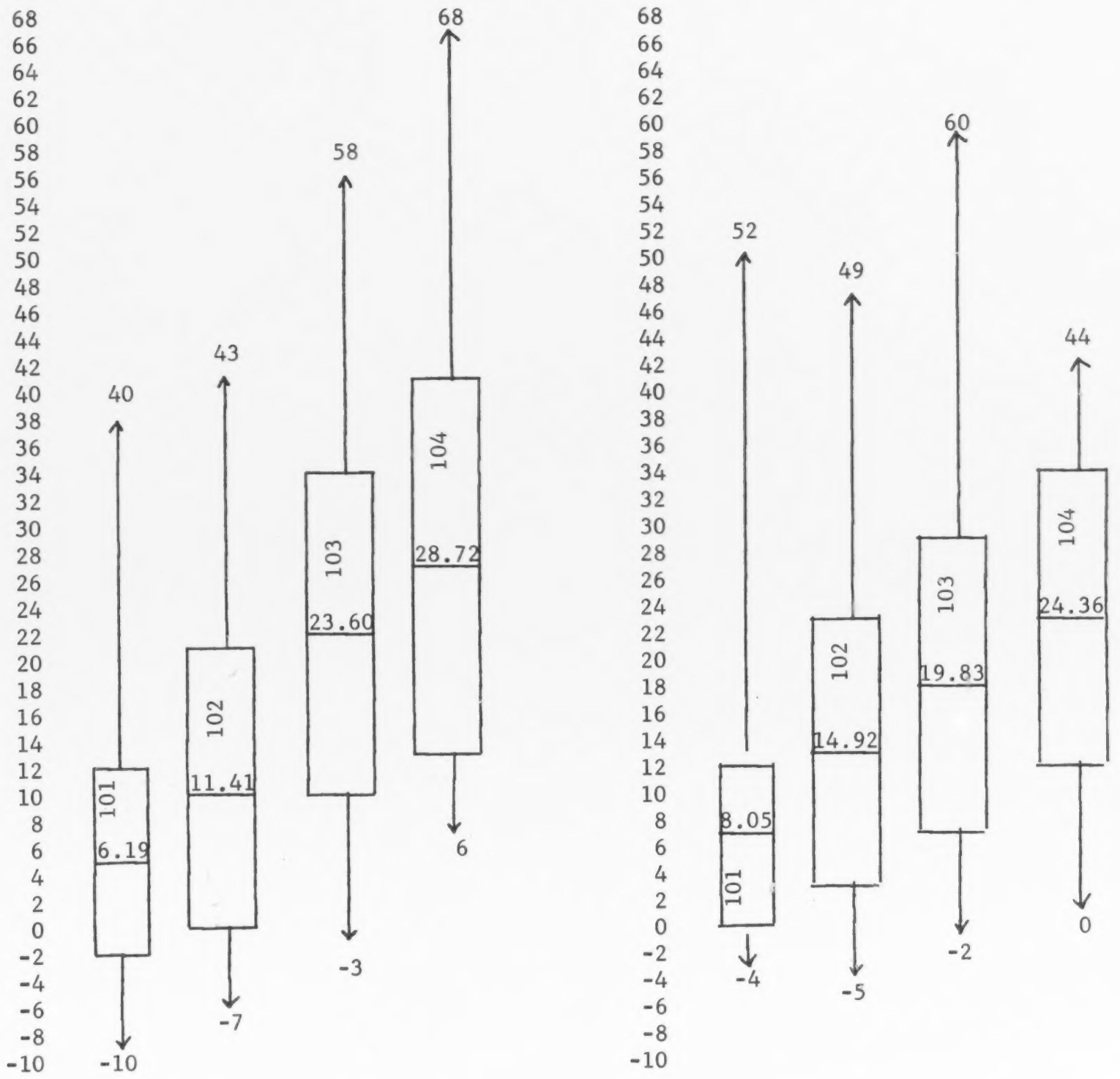
Table 12 is a graphic representation of the Foreign Language test results using Reading and Listening raw scores. For each course, the mean, standard deviation and range are indicated. The mean is represented by the line that divides the rectangle. The standard deviation is the score point distance from the mean to the end of the rectangle. The range is designated by the scores at the end of the arrows for each rectangle.

SUMMARY

The results of the present study indicate that students who are enrolled in the first four courses of a foreign language have learned significantly different amounts of the same material as measured by the CEEB Foreign Language Placement Tests. However, if results for the four languages studied are inspected at the same course level by looking at the standard scores, it

Table 12. Graphic Representation of Foreign Language Test Results

Spanish



appears that the level of performance is about the same for each of the foreign languages. An accurate test of this latter comment was not possible as different tests were used for each of the foreign languages.

In general, the students enrolled in the lower level courses (101 and 102) fell below the national norm average on the CEEB tests while those in the upper levels (103 and 104) were above the norm average.

The relationships between the test scores and course grades indicated that the test scores can be used to identify successful student performance almost as well as the grades. As a result of this information CEEB test cut-off scores were established using the average reading and listening test standard scores for placement into and proficiency of the various courses studied.

References

Aleamoni, L. M., & Spencer, R. E. Development of the University of Illinois foreign language placement and proficiency system and its results for fall, 1966 and 1967. *The Modern Language Journal*, October, 1968, 52 (6), 355-359.

Spencer, R. E. A description and evaluation of foreign language learning at the University of Illinois. Champaign, Illinois: Measurement and Research Division, Office of Instructional Resources, University of Illinois, 1965, Research Report No. 207.